**Lesson Plan -** **US History**

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| **Course: US History & Honors** | **Unit 1 – Introduction / Review** | **Instructor: McDonald** |

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| **Objective:** Students will be introduced to the course and receive an understanding of the expectations of the course, Students will understand role history plays in our society. | **Date(s):** | |
| * **Standard/Benchmark:**  describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. **(SS.912.A.1.1)** Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| Essential Question: Which elements of the Bill of Rights would you eliminate if you were forced to take away some rights from Americans? Why? | | |
| **Instructional Focus (FCIM):** Compare and Contrast, Cause and Effect | **Materials:** Textbook, Cornel-notes | |
| **Vocabulary (for active Word Wall):** 3/5 compromise, Boston Massacre, Continental Congress, Union, Confederacy, Intolerable Act, Boston Massacre, Bill of Rights | **Cross Curricular Connection:** Writing and reading support language Arts and Reading Classes |

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| **Warm-up/Opening:**  Students will complete a student information form that includes parent contact information, personal interests and concerns about the class. Students will be encouraged to share what they know about US History and its importance. | **Time10** |  | **Teacher Notes:**  **\*\*\*Need class set of Bill of Rights\*\*\*** | **Instructional Strategy (Reading): It Says, I Say, So**  **Instructional Strategy (Writing): Vocabulary, SRE (statement-identify argument-Explain evidence)**  **Essential Reading Strategy (Student):**  **QAR (question-answer-relationship)** |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on the course and first unit. This unit will cover reviewing the Civil War. The focus of today’s lesson will be “Introduction to the Course.” Instructor will pass out and explain syllabus and a copy of the Bill of Rights in simplified terms and we will discuss them together. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. | **Time**  **20** |
| **Student Work Period:**  In groups, students will be asked to eliminate 5 of the amendments that make up the Bill of Rights. They will need to present an argument as to why they feel their choices are the best for the country and why they kept the ones they did. If time allows, students will create a list of the top 10 most important laws they would enact if they were starting a country today and why their new list is better than the Bill of Rights we have in America. Students will have to collaborate to come to a consensus and explain why each of the laws was considered necessary for their country. Discussion to follow including probing questions as to how the laws might run into problems in 100 years and whether the laws should be implemented in America. If time permits, students will create a class list. | **Time**  **45** | **Scripted Higher Order Questions**   * In your opinion, is there such thing as universal human rights? Explain * What would you consider to be the most important rules in starting a new country? Why? * Will your laws still be relevant in 100 years? | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work  **Homework:** | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |